



Assessment Policy

The Assessment Policy is designed to ensure all students are treated fairly and equitably in relation to assessment. The Policy is designed to promote an *Assessment Culture* at the school by placing the focus on the ***necessity to complete all assessment to an appropriate standard.***

Definition

An assessment task is any task given to a student which is designed to gather evidence of student learning in a particular curriculum area. It includes formal (summative) and informal (formative) tasks. Formal assessment is noted on the *Assessment Schedule*, issued to students early each semester.

Awarding of Levels of Achievement or Competency

- Students are expected to complete **all assessment in each of their subjects**, allowing them to successfully meet curriculum requirements and achieve the learning outcomes/competencies required to achieve QCE credit.
- A student may receive a *Level of Achievement* between A – E on his/her school report if he/she has met the substantive requirements of the Senior Syllabus or C2C / ACARA Curriculum.
- For Vocational Education and Training (VET) subjects, students will receive a result on his/her report card of C (*Competent*), WTC (*Working Towards Competency*) or NYC (*Not Yet Competent*).
- In Senior, if the substantive requirements of the Syllabus or VET Training Package have not been adequately covered or assessed, a *Level of Achievement* or *Element of Competency* may not be awarded, resulting in a decision not to award the student QCE Credit or a VET Qualification.
- Where a student has met the substantive requirements of the syllabus or VET Training Package but the assessment submitted is incomplete, a student may receive a *Level of Achievement* for a particular *Criteria* or *Element of Competency* but may not be awarded an overall Statement of Competency and / or QCE Credit

Expectations

- Students must submit drafts and provide work in progress, for teacher monitoring and recording in class.
- Teachers will implement measures to support the student to complete the tasks including, but not limited to: supervising the student at lunch time or during the Homework and Tutorial program (HAT), providing the student with materials relevant to the task so they can complete the task in their own time, and providing extra scaffolding during class time.
- Students are encouraged to actively seek teacher assistance if required and to use in-class assessment time productively by setting targets to complete specific amounts of work each lesson.
- Assessment items are to be completed to a standard that shows a genuine attempt to address each *Achievement Standard* or *Element of Competency*.
- Students are to have the formal assessment item ready in correct format (refer to assessment task sheet) for submission to the teacher by the submission date.
- Students are to ensure the assessment is handed to the teacher and recorded on the teacher's "*Assessment Tracking Form*". The student will then sign the *Assessment Tracking Form* as verification that this has occurred.
- Assessment must be the student's own work (refer to *Behaviour: Cheating, Plagiarism and Expected Behaviours in an Assessment Environment*). Students will be required to establish authorship of their work by signing the "*Declaration of Originality*" on the Task Sheet.

Behaviour: Cheating, Plagiarism, & Expected Behaviours in an Assessment Environment

Cheating:

- Cheating is where students copy or claim the work of another student as their own, for the purpose of gaining results they have not earned.
- Teachers will refer any suspected cases of cheating in test/exams to the Head of Department. This will be recorded on the behaviour management database and parents will be notified. The student will have to sit a substitute test under the same conditions as the original assessment.

Plagiarism:

- Plagiarism is where students submit the work of others as their own, without appropriate acknowledgement or referencing of the original work. Teachers will advise students during the drafting process of any instances of plagiarism or suspected plagiarism in their assignment. Students will then be given the opportunity to rewrite these sections of the draft.
- It is the student's responsibility to prove authorship or use appropriate acknowledgement processes. Students must submit all drafts or other evidence that can be used to verify authenticity.
- In cases of plagiarism for the final submission, only those sections that are the student's work will be marked by the teacher, the remainder will be disregarded. This could result in an unsatisfactory *Level of Achievement*.

Expectations of appropriate behaviours in assessment conditions and minimizing disruption to the assessment environment.

A student must comply with all reasonable directions given by a supervisor during an assessment period. Students must:

- Sit at the desk allocated or where the supervisor directs the student to sit.
- Stay in their allocated seat and remain in the room unless given permission by a supervisor to move or leave the room.
- Only communicate with supervisors. A student who wishes to speak with a supervisor must raise their hand and wait quietly.
- Not help anyone else to communicate with another person or willingly receive communication from anyone (except a supervisor)
- Ensure the work is their own work.
- Make a reasonable attempt to complete the assessment task to an appropriate standard.
- Use their own equipment or request to borrow equipment or materials from a supervisor prior to the start of the assessment period.
- Ensure electronic devices (e.g. phones, iwatches, iPads, laptops) are off and unavailable / out of reach. It is preferable that these devices are not taken into the test room.



Submission Date(s)

- Students are expected to demonstrate adequate progress towards completing the assessment at a check point or '**Submission Date**' made clear on the Assessment Schedule. Should there be no evidence of a genuine attempt to make progress with the task, teachers will contact parents/guardians, inform the Head of Department and discuss improvement strategies with the student.
- Assessment items are to be handed to the teacher by the submission date, as stipulated on the assessment schedule.
- If the submission date is expressed as "Week Beginning" (WB), the assessment item is due in the last lesson of the subject in that week.
- In the case of oral presentations, all students must hand in their written speech on the submission date, regardless of whether their presentation is on that day.
- Students who do not submit their assessment (and have not had an extension approved) on the submission date will receive a *Level of Achievement* or *Competency* rating based on the monitored, in-class work of the student, seen prior to the assessment submission date. The student will still be required to submit the completed task.

Absences: Assignments

Assessment work must be delivered to the school / teacher on the submission date. If not:

- Contact must be made with the school and the Head of Department on that day.
- In the instance where there is the non-submission of an assessment item due to absence on the Submission Date, with no reasonable excuse or without an approved extension, the following will apply:
- The student will still be expected to complete the assessment task and show a genuine effort to meet the requirements of the task.
 - The assessment must be completed within a period of time negotiated with the curriculum Head of Department.
 - The student will receive a behavioural consequence such as a detention, and the student's behavior noted in OneSchool as "Other".

Absences: Exams

- If the student is absent on the day of a test/examination, parents are to contact the school (Head of Curriculum), and outline a valid reason and discuss relevant circumstances. Alternative arrangement will then be made for the student to complete the test/examination within a week of their return.
- If a student does not have a valid reason for their absence on a day of test/examination the teacher will notify the curriculum Head of Curriculum, who will contact parents and inform them of the missed test/examination. When the student returns to school, they will complete the test/exam and a behavioural consequence will apply, such as a detention. The student's behavior will be noted in OneSchool as "Other".

Absences: Suspension

If a student is suspended and the period of suspension includes the submission date(s) or the exam date:

- The teacher will send the assessment task sheet and support materials home.
- For a missed exam, the teacher will send revision work home.
- While suspended the student may email the teacher for help and feedback.
- When the student returns to school, arrangements will be made for the student to complete the assignment or do the examination within a reasonable timeframe.



Extensions:

- Any application for an *Extension of the Submission Date* must be made in advance. Only in extreme circumstances, verified by parent/guardian, can an extension be requested **on** the submission date. A parent letter or telephone communication must be made with the school (Head of Curriculum)
- An application for *Extension of the Submission Date* will need to be completed and signed by a parent/guardian. These are available from the Administration building or the Head of Department.

Complaints and Appeals:

The initial stage of any complaint around assessment outcomes shall be for the complainant to communicate directly with the Teacher who will make a decision, record the outcome of the complaint in OneSchool and inform the Head of Curriculum. Learners dissatisfied with the outcome of the complaint can proceed with a formal complaint or appeal process in writing to the Head of Faculty. A decision will be reached about the complaint or appeal in consultation with relevant staff members.

Special Provisions: Adjustments

- Special Provisions refers to the making of reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students.
- Special provisions may apply to any student, depending on the circumstances. This may include, but not be limited to, a disability, a short term impairment (broken arm) or life circumstances. In making a decision about special provisions, the school will consider what adjustments to assessment conditions are reasonable in the circumstances.
- Reasonable adjustments for students with specific educational needs must be planned and negotiated as early as possible before a student undertakes an assessment item. The school will consult with the parents/caregivers and other relevant school personnel and adjustments recorded, for example, on the student's ICP.
- Students who wish to be considered for *Special Consideration* should contact the Guidance Officer to apply.

Special Provisions: Exemption

- Exemption refers to allowing non-completion of some assessment, without harm to the overall *Level of Achievement* for the student.
- An exemption should only be allowed when there is sufficient alternative information to make a judgment about an exit or an end of semester LoA without the student having to complete a particular assessment instrument. For example, an exemption may be appropriate where a student has missed an assessment instrument due to illness or because of some other legitimate absence, and completing the assessment would place an unreasonable burden on the student.
- Exemptions should not be a substitute for the school and the teacher making efforts to remove barriers to a student's access to learning and assessment opportunities. Exemption is not an option where reasonable adjustment is appropriate.
- Students who wish to be considered for *Exemption* should contact the school Guidance Officer and complete an *Application for Exemption*.

